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This study was designed to determine sex and race preferences among children in an integrated kindergarten program in the year 1969. A picture sociometric test and a real-life situation were the techniques used to collect the data to find what these sex and race preferences were. The main purpose of this study was to find if there is a relation between a picture sociometric test and a real-life situation when children choose sex and race preferences for friends. The secondary purpose of this study was to determine the relation between sex and race preferences among the children at Laughlin Elementary School, Guilford County, North Carolina.

The subjects of this study were 60 children in the kindergarten program at Laughlin Elementary School. In the three kindergarten groups in this program there were 21 white boys, 23 white girls, 10 Negro girls, and 7 Negro boys. These children were from a predominantly rural area. Most of the children's parents had a technological job and farmed as a sideline. At the beginning of the study the children used as subjects were between five years, zero months, and six years, four months.

The instruments used to collect data in this study were a picture sociometric test and a real-life situation. The sociometric test was made up of pictures of kindergarten-

age Negro and white boys and girls. It was used to give an objective measure of children's preferences for sex and race. The real-life situation, devised and used to determine actual preferences for race by children, was to give the subjects a chance to select a friend with whom each would like to eat. After collection of the data using the above two instruments, the data were first tabulated; then percentages were computed to determine the direction of the choices. To find the relationship between the sociometric test and the real-life situation the experimenter used the statistic, chi square. Other statistical measures were not appropriate for this data because there was a tendency for the preferences for the white race to bunch together. This bunching did not yield a normal distribution of the choices; therefore, Yates Correction Formula found in Quinn and McNemar's (1955) book was used in the chi square analysis.

The main conclusion from this study was that the preferences for race indicated on the picture sociometric test did relate with the preferences for race in the real-life situation, but this relationship was only slight. The next conclusion was that the white and Negro races did differ in their preferences on the sociometric test and in the real-life situation.

SEX AND RACE PREFERENCES AMONG CHILDREN IN AN INTEGRATED KINDERGARTEN PROGRAM

by

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CHAPTER I

INTRODUCTION

In the 1960's there has been an upsurge of concern over equality, rights, and freedoms for each individual in society. Even the United States government has urged society to start providing all individuals with better educational opportunity by legislating that no school be segregated. Integration in the schools has provoked society to look at all individuals and to study the problems involved. Some of these studies have been conducted to answer these questions: what effects will integration have upon the children involved; will preschool programs help "culturally deprived" children to be able to achieve in public school systems; how do children determine friends in these racially mixed groups; and will integration change the basic attitudes of the children? The above questions not only apply to the public school system but also to federally funded preschool programs.

Purposes of the Study

This study was designed to determine sex and race preferences among children in an integrated kindergarten

program in the year 1969. A picture sociometric test and a real-life situation were the techniques used to collect the data to find the sex and race preferences of the children. The sociometric test was chosen because it had been used in most of the previous studies in determining friendship relationships. Since selections from the sociometric test are cognitive, the experimenter devised a real-life situation in order to see if children's preferences on a picture sociometric test would relate to his overt behavioral response in the selection for friends in a real-life situation.

The main purpose of this research was to find the relationship between a picture sociometric test and a real-life situation for determining children's race preferences for friends in one school. A secondary purpose was to find the relation between sex and race in children's preferences for friends in this school. Thus, the following objectives were formulated:

1. To determine children's sex preferences for friends by using a picture sociometric test.

2. To determine children's race preferences for friends by using a picture sociometric test.

3. To determine children's race preferences for friends in a real-life situation.

4. To compare the preferences of race by using a picture sociometric test with preferences of race in a real-life situation.

Limitations of the Study

1. The subjects in this study were limited to the students in three sections of an integrated kindergarten program at Laughlin Elementary School, Guilford County, North Carolina.

2. The subjects were mainly Southern, rural children.

Definitions of Terms Used

The following words have been defined to clarify their specific meanings in this study.

Behavior -- Behavior is the overt response a child makes to his environment as a result of his objective and subjective knowing.

Cognition -- Cognition is the process of knowing.

Kindergarten -- The kindergarten program was supported by the Elementary and Secondary Education Act--Title I--and was directed by the Guilford County School System. The children in the program stayed from 8:00 a.m. to 3:00 p.m. five days a week. Admittance to the program was on a "first come"

basis. The children had to be five years old by October 15, 1968, but not over six years old by the same date.

Real-life Situation -- The situation described as "real-life" was one in which the children actually chose friends in the classroom with whom they would like to eat lunch; however, they did not go to lunch together on that day.

Rural -- The rural community in which this study was carried out was a non-urban area in which people were farmers and also workers in mills, plants, and other jobs.

Sociometric Test -- The sociometric test in this study was made up of pictures of five- and six-year-old Negro and white boys and girls.

Assumptions

There were three assumptions which were accepted for this study:

1. Children of kindergarten age can identify the differences in the white race and the Negro race.

2. Children of kindergarten age can discriminate between boys and girls.

3. Children of kindergarten age can decide upon and will indicate choices for friends at lunch.

Hypotheses

The hypotheses of this study were as follows:

Hypothesis I. There will be no differences in sex preferences for friends between boys and girls on the sociometric test.

Hypothesis II. There will be no differences in sex preferences for friends between the white and Negro races on the sociometric test

Hypothesis III. There will be no differences in race preferences for friends between boys and girls on the sociometric test.

Hypothesis IV. There will be no difference in race preferences for friends between the white and Negro races on the sociometric test.

Hypothesis V. There will be no difference in race preferences for friends between boys and girls in the real-life situation.

Hypothesis VI. There will be no difference in race preferences for friends between the white and Negro races in the real-life situation.

Hypothesis VII. There will be no difference in the race preferences for friends between the sociometric test and the real-life situation.

CHAPTER II

REVIEW OF LITERATURE

During the past decade with the upsurge of concern over equality, rights, and freedoms for every man, woman, and child, social and psychological scientists have again turned to the problem of ethnic groups. In reviewing past research on group problems, most investigators will start with Moreno's classic publication, Who Shall Survive (1934), and Horowitz's study (1938). This review of literature will be limited to published accounts of research dealing with ethnic group attitudes since 1940 with the exception of the two mentioned above.

Moreno's book was a "study of the emotional relations between individuals who are functioning as a social group [p. xi]." Moreno offered a new point of view, method, and technique for evaluating groups in society. He also defined a sociometric test based on the above factors. According to Moreno, a sociometric test is "an instrument to measure the amount of organization shown by social groups [pp. 11]," and should require "an individual to choose his associates for any group of which he is or might become a member [p. 11]."

The subject taking the test should also make his own choices without restraint from individuals who may be a member of the in-group or the out-group [p. 11]. To be satisfactory to Moreno, a sociometric test had to be constructed in such a manner that it was "itself a motive, an incentive, a purpose, primarily for the subjects instead of the tester [p. 15]." He also strongly recommended that observations of intergroup workings were not enough for a sociometric test. Spontaneous attitudes, thoughts, and motivations of the subjects concerning the same criterion would also be needed to make a complete sociometric test. To substantiate his postulates, he carried out four major research projects which were concerned with evaluations of group distinctions, a sociometric study of a whole community, a development of a spontaneity test, and psychological planning of communities.

After Moreno (1934) had established the bases of sociometric testing, Horowitz (1938) started the long list of researchers who began making application of sociometric techniques. In a Southern rural community which was agricultural with a mining section, Horowitz devised tests to study attitudes on race, sex, age, and economic status. Using an interview and a "Show-Me" test with children in grades one through ten, Horowitz found that the attitude of white

children toward Negroes was developed in "individuals as a result of community influences [p. 301]." Since children in the North and South in both urban and rural areas with and without contact with Negroes seemed to develop this same attitude, Horowitz formulated the concept that the attitude existing in the community was of primary importance. His sociometric tests also showed that in this geographical area in grades one through five the white children chose for race before they did for sex. In the "Show-Me" test these subjects also indicated that race was more important than sex. The choices in the "Show-Me" test were usually own-sex-own-race; the next choice, other-sex-own-race.

In the early 1940's Lippit (1941) studied popularity among preschool children at the Iowa Child Welfare Research Center. She compared popularity scores by the children on a sociometric test with the teachers' estimates of the children's popularity. She found that the comparisons were inconsistently related because teachers and children were not using the same criterion for judging popularity.

Moreno (1942) began to use sociometric tests. Her sociometric techniques included observations of the children in activity, the children's verbal choices, and an experimental procedure. This experimental procedure consisted of

removing the first child chosen from a situation, thus forcing a choice of a second child. This method showed that the second-choice child and the child making the choice developed interpersonal relationships, but that the degree of the intensity of these groups varied greatly.

In 1944 Frankel and Potashin suggested that sociometric tests were one of the best techniques for determining the friendship relationships in a group. To substantiate his choices, Frankel proposed to compare the effectiveness of a sociometric test with the results of timed observations. Using 23 nursery school children as subjects, he established an imaginary situation with the children. For example, to establish the situation, he would ask, "What do you like to play with (in the garden, play room?) Who would you like to sit with? [p. 214]." After the child had responded to the questions, Frankel asked the child the same questions twice, requiring that a different classmate be chosen each time. Since a preference for friends was indicated, the selections of friends were weighted. The timed observation consisted of two-minute sessions with an eight-minute interval during the one hour free-play period. After all observations and sociometric tests were completed, Frankel concluded from the findings that children differed in verbal choices and observed

choices of friends. Verbal choices made by the children were not as inclusive of friends as the actual choices in the timed observations. Finally, Frankel decided that these choices were not in opposition, but they were supplementary to each other. Frankel recommended that, in order to receive an accurate picture of children's friendships, both the sociometric techniques and the observations be employed.

In the 1950's sociometric techniques were continued as the main method of determining children's friends in groups. Emerson (1953), Biehler (1954), Speroff (1955), Dunnington (1957), and McCandless (1958) were the major researchers of this era. For Emerson the position of acceptability for a child in a group was determined by subtracting the number of times a child was rejected from the number of times that he was accepted. After dividing the children into three groups depending upon their newly established status by the above sociometric method, Emerson used timed observations during the free play period. Emerson's somewhat different sociometric technique, however, still found that the subjects played most frequently with the ones chosen on the sociometric test.

With the sociometric techniques being used so often with young children, other researchers began to wonder about

the stability and longevity of the choices of friends on these tests. Biehler (1954) and Speroff (1955) independently studied the above problem. Both found reasons to indicate that choices of friends by kindergarten-age children were fairly consistent and permanent in first-choice selections. Biehler (1954) also found that after the first friend was chosen later selections depended a great deal on the situation of contact. Selections of friends by the boys' group in Speroff's (1955) work were more variable than those in the girls' group.

When Dunnington (1957) found that much of the previous research had dealt with relationships of sociometric techniques and background factors of children, she wondered if there were certain behavioral differences between those children who were the most chosen and those who were most rejected by their peers. Using seven boys and eight girls of the senior group of a college laboratory nursery school, she administered a sociometric test and later observed them in a play situation. She found that these young children had a preference for friends among their peers and that over a period of months their preferences were consistent.

In the middle 1950's McCandless at Iowa Child Welfare Research Station intensified the work with sociometric

techniques. He used five measures of social acceptance: 1) a verbal sociometric score; 2) a teacher judgment score; 3) an observed social acceptance score; 4) a peer interaction score; and 5) an adult dependency score. Using all the groups in this nursery school setting, McCandless found that "girls had higher sociometric scores than boys but there were no significant sex differences in teacher judgments of social acceptance, observed social acceptance, degree of social interaction with peers, or degree of dependence on adults [p. 425]."

McCandless' work established the fact that picture sociometric tests were usable, but not the validity of the results. Landreth (1953) used not only a picture sociometric test but also a picture inset test. Forty-eight three- and five-year-old children were asked to choose an inset piece to complete a picture. Landreth found that for the three-year-old children there were patterns of response to persons of different skin color. In his study the patterns of response of children between the ages of three and five became accentuated.

Abel (1962) and Richardson (1962) continued the use of picture sociometric techniques in the 1960's. Abel had children three, four, and five years old making preferences

in order to determine when sex and race friendships emerged. Richardson tried to determine the relativity of skin color and physical disability to children's preferences for other children.

Other researchers using sociometric techniques included Morland (1962), Stevenson (1958), and Goodman (1964). Morland used nursery school children in a Southern city and found that

1) Both Negroes and whites "prefer" white to Negro children.

2) Preferences for one race did not imply rejection of the other.

3) Racial attitudes are derived indirectly, rather than from direct contact with members of the race itself. (Morland, 1926, p. 297.)

Stevenson and Steward (1958) worked to discover if children could discriminate between races and what the frequency of discrimination was with age. With the Northern children as subjects, they found that both races preferred the physical characteristics associated with white children. All of the subjects were in segregated groups, but they still had learned to discriminate between the two races. The white subjects also tended to develop such discriminations at a younger age than did the Negro subjects.

In 1964 Goodman published in The Individual and Culture the accounts of her work with the people in a section of the northeastern part of the United States. She observed children from a nonparticipant point of view and from a participant point of view; she interviewed and tested the children and studied the school's records. With four-year-olds she found that there was "no single key to the how and why of race awareness and race orientation in children [p. 138]." Instead of one single key to the race problems, Goodman had six interrelated keys to the situation. These six keys were individual attributes, individual situation, models, needs and interests, values, and characteristic action-ways, feelings-ways, and thought-ways [pp. 139-140]. Goodman's intense work in this area further emphasized that, as in the 1940's with Horowitz's work, children still are learning to discriminate races and characteristics of each race.

This review of literature has shown the transition from historical research to the use of sociometric tests by Dunnington (1957) and McCandless (1958). Later research has shown the use of doll assemblies, dolls, discrimination tests, incomplete stories by Stevenson (1958), the use of picture and inset test by Landreth (1953), and the use of

puzzle interviews, pictures, and clay instruments by Goodman (1964). The latest method used to assess racial attitudes with children was Williams' questionnaire scales. The subjects from age three to five were shown a modification of Renninger and Williams' (1966) picture series and a second set of pictures devised by Williams. The data suggested that racial attitude and color meanings developed concurrently.

After this discussion of past and present research concerning racial attitudes, the summation is that more work is needed to close some of the gaps in this field. These gaps are the need to investigate and to identify why these racial attitudes are prevalent, how they emerge, and what the other related factors are in different areas of the country, cities, and communities. Old techniques, old ideas, and new ideas, all need to be evaluated carefully in view of racial tension in the country.

CHAPTER III

PROCEDURES

The main purpose of this research was to find the relation between a picture sociometric test and a real-life situation for determining kindergarten children's race preferences for friends in one school. A secondary purpose was to find the relation between sex and race in children's preferences for friends in the sociometric test and in the real-life situation. Therefore, the following objectives were formulated:

1. To determine children's sex preferences for friends by using a picture sociometric test.

2. To determine children's race preferences for friends by using a picture sociometric test.

3. To determine children's race preferences for friends in a real-life situation.

4. To compare the preferences of race by using a picture sociometric test with preferences of race in a real-life situation.

Description of the Kindergarten Program

The kindergarten program at Laughlin Elementary School was begun in March, 1968. It began with three teachers, one teachers' aide, and 50 children who stayed from 8:00 a.m. until 3:00 p.m. These children came by school bus or by car to this center. By March, 1968, these children were nearly all six years of age. The program was supported by the Elementary and Secondary Education Act--Title I--and was directed by the Guilford County School System.

In the summer of 1968 a kindergarten program was in progress at Laughlin Elementary School. This program was also supported by the Elementary and Secondary Education Act--Title I--and was directed by the Guilford County School System. In this program there were five teachers, one teachers' aide, and 43 children. These children stayed from 8:30 a.m. until 1:00 p.m. They arrived either by school bus or car.

The kindergarten program at Laughlin Elementary School in which the present research was conducted began in August, 1968. This full year kindergarten consisted of three teachers, one teachers' aide and 62 children. There were 23 white girls, 21 white boys, 10 Negro girls, and 6 Negro boys. The children were accepted into the program on a "first come" basis. The only real requirement for admission to the program was age.

The children had to be five years old by October 15, 1968, but not over six years old by the same date. The children in the program stayed from 8:00 a.m. until 3:00 p.m. because most of the children arrived on county school buses. The children came Monday through Friday, the same schedule as that of the school-age children in Guilford County. After registration these children were divided into three groups, one group for each teacher. Each group had approximately the same number of Negro and white children of both sexes.

Since this program was supported by the Elementary and Secondary Education Act--Title I--and was directed by the Guilford County School System, the curriculum and experience in this program were at the discretion of individual teachers with suggestions from the Guilford County School System. The three teachers in this program held college degrees in home economics, primary education, and sociology, respectively. The teachers' aide had worked previously with various groups of children in schools. There was integration of Negro and white children in the three groups and of the teacher personnel with two white teachers and one Negro teacher.

Selection and Description of Subjects

The subjects in this study were 60 children enrolled in the kindergarten program at Laughlin Elementary School, Guilford County, North Carolina. At the beginning of the 1968-1969 school year there were 66 children enrolled in this program, but because some families moved, the enrollment was down to 62 children. Two white boys were eliminated from the study because one did not stay for the rest period when he could participate in the real-life situation and the other boy could not understand the questions in the real-life situation. Without these two boys, the total number of subjects was 60. This number included 21 white boys, 23 white girls, 10 Negro girls, and 6 Negro boys. These children were from predominantly rural areas. Some of these children lived in Summerfield, North Carolina, and Stokesdale, North Carolina, but most of these children lived in the rural area around these two small towns. Most of the children's parents had a technological job and farmed as a sideline. Some of these children, both Negro and white, were supported or partially supported by the programs of the Guilford Welfare program. Five of the total number of children were on free lunch programs at the school. At the beginning of the study,

the children who were used as subjects were between five years, zero months and six years, four months of age.

Instruments Used

To determine children's sex and race preferences for friends, the writer used two measures. One measure of preferences was to be a sociometric test which was developed by the experimenter. The other measure to determine preference was a real-life situation. Each of the three teachers was also asked to list four friends of each of the children in her group.

Picture Sociometric Test

The picture sociometric test consisted of five different pages with four different pictures on each page. There were twenty different pictures shown in the five pages of the test. The five pages showed pictures in the following manner: page 1 -- boys of both races; page 2 -- girls of both races; page 3 -- Negroes of both sexes; page 4 -- whites of both sexes; and page 5 -- races and sexes. For example, in order that there be a choice for race, but control for sex, a page showed pictures of two Negro boys and two white boys. Another page gave a choice of race with pictures of two Negro girls and two white girls. For a choice for sex, but control

for race, another page showed pictures of two Negro boys and two Negro girls. Another page gave a choice for sex, but control for race, with pictures of two white boys and two white girls. The last page showed pictures of each sex and each race for a free choice.

The sociometric test was composed of pictures of five-year-old Negro and white children in the Greensboro, North Carolina, and Lexington, North Carolina, areas. These children were selected and matched as closely as possible according to socio-economic background, race, and physical characteristics with the children in Laughlin kindergarten. The experimenter visited five day care centers in the Greensboro, North Carolina, and Lexington, North Carolina, areas and selected a total of 15 Negro boys, 15 Negro girls, 15 white boys, and 15 white girls. In order to be sure of getting enough pictures for the test in one visit to each center, the experimenter used a Polaroid camera. Black and white film was used to control for influence of preferences because of color film. A neutral curtain was used as the background for all pictures. Each child was encouraged not to smile when the picture was taken because a child's smile might influence other children to choose his picture.

When a page of the sociometric test was prepared, the pictures were randomly selected from those pictures appropriate for that page. After all four pictures had been randomly placed, the page was ready for presentation. The other four pages were made by the same procedure. In order that the answers be reliable, the five-page test was triplicated, making a total of 15 pages to be seen by the children. The children, therefore, saw 60 different children's pictures that they had never seen before.

Real-life Situation

The sex and race preferences for friends in using the real-life situation were determined by the following procedure. During the first hour of rest time, the experimenter entered one of the three teachers' rooms. The children had been asked by their teacher to sit quietly on their mats. The experimenter explained to the children that she would be asking them to come to the teacher's desk one at a time to ask them a question. After a child had been asked to come to the teacher's desk and had answered the experimenter's questions, the child was asked to go back to his mat and rest. The experimenter randomly chose the children to come to the teacher's desk. The experimenter asked the child, "If you could have anyone in this kindergarten to sit at your table

at lunch, whom would you like? Choose another boy. Choose another girl." The experimenter recorded each of the three responses for each child. Over a period of nine days the experimenter asked each of the children the same questions on three different days. In other words, each child was asked three different times to select three children to sit at his lunch table in order to gain a more reliable answer. Each child was reminded that he could choose any child in the kindergarten each time so that we would not eliminate any because he was previously chosen. The experimenter randomly chose among the three teachers' rooms to decide the order of presentation of the situation in their respective rooms.

Informal Observations of the Teachers

With the picture sociometric test the children gave objective answers since they had never seen the pictures before. Since they chose among children that they knew in the real-life situation, their answers were affected by the "totality" of these individual children. Since direct observations were not possible in this study because of time and personnel, each of the three teachers was asked to record the four best friends of each of the children in her room. The teacher was given an alphabetized list of her children

with four spaces for listing the best friends. The teachers were asked to complete the forms based on their own observations of whom the children had most often played with since the beginning of school in late August.

Data Collected

For this study the data were collected in three different ways for each of the three techniques used. The two main techniques for collection of data were the sociometric test and the real-life situation. The secondary technique was the informal observations of the teachers.

After the sociometric test had been composed, a random order of the three sets of five pages was made for all the children. The picture sociometric test was then presented by the experimenter to each child privately. During the first hour of a kindergarten day, a child was asked to go from his classroom into another room to look at some pictures of children. The experimenter showed the randomly selected child one page of pictures at a time and said, "Choose someone to sit at your table at lunch." Without the child's knowledge, the experimenter recorded his responses. It took seven days to show the sociometric test to all the children. The experimenter recorded the responses to the sociometric test on a Picture Sociometric Test Score Sheet (see Appendix

A). This score sheet had the name of the child, his teacher's name, and places for his preferences on the test. The score sheet had columns for white girls, white boys, Negro boys, and Negro girls. There was also a column which was to indicate the two out of three choices a child made for friends. His score was the choice made two or three times out of three choices.

To record the answers for the real-life situation, the experimenter made a Real-life Situation Score Sheet (see Appendix B). It designated the question and had a space for the child's answer each of the three times that he was asked to respond to the real-life situation. The real-life score sheet was used each time the experimenter went into one of the three kindergarten rooms at rest time. Each child's score was the one made at least two times out of the three times that he chose.

The final data collected were the informal observations of the teachers. Each teacher was given an alphabetized list of the children and asked to give four of the best friends of each of the children in her room. This data were collected to compare informally with the statistically analyzed data.

Treatment of the Data

After collection the data were tabulated and then percentages were computed to determine the direction of the choices. Tabulation and percentages were recorded when the subjects chose for sex and race on the sociometric test and when the subjects chose for race in the real-life situation. To find the relationship between the sociometric test and the real-life situation, the experimenter used the statistic chi square. Other statistical measures were not appropriate for this data because there was a tendency for the responses for the white race to bunch together. This bunching did not yield a normal distribution of the choices; therefore, Yates Correction found in Quinn and McNemar's (1955) book was used in the chi square analysis.

CHAPTER IV

ANALYSIS OF DATA

The main purpose of this study was to find if there is a relation between a picture sociometric test and a real-life situation when children choose race preferences for friends. The secondary purpose of this study was to determine the relation between the sex and race preferences among the children at Laughlin Elementary School.

Since sociometric tests had been predominantly used in previous years to determine preferences for friends by young children, the experimenter questioned whether, in this present age, children's preference for sex and race would be the same as it was in the past. The second concern was whether or not children would make similar choices in a real-life situation after they had selected choices for sex and race on a sociometric test.

The following discussion will include an analysis of the data first in relation to sex preferences, then in relation to race preferences. Sex preferences will be shown from the sociometric test only because the experimenter could not easily ask the children to choose among races for sex

without biasing the children's choices. Race preferences will be shown from the sociometric test and from the real-life situation. These findings are presented in percentages. After these results are shown, there will be a discussion of additional analysis but only with race preferences.

Sex Preferences

Sociometric Test

Girls choosing sex preferences. Both Negro and white girls more often chose girls when thay had a choice between boys and girls when race was held constant. When Negro girls were asked on the sociometric test to choose between boys and girls among whites, they chose 8 out of 10 times, or 80 percent, for girls. When girls were asked to choose on the sociometric test for sex among whites, they chose 21 out of 23 times, of 91.3 percent, for girls. When Negro girls, however, were asked to choose for sex among Negroes, they chose 9 out of 10 times, or 90.0 percent, for girls. White girls chose 21 out of 23, or 91.3 percent, for girls. (See Table 1.)

Boys choosing sex preferences. When boys were asked to choose between boys and girls on the picture sociometric test, their choices tended to indicate a preference for boys over girls. Negro boys when choosing for sex among whites on the sociometric test chose 4 out of 6 times, or 66.7 percent,

for boys. Fifteen out of 21 white boys, or 71.4 percent chose boys when asked to choose sex among whites on the sociometric test. Negro boys chose 4 out of 6 times, or 66.7 percent, for boys when choosing sex among Negroes. White boys when asked to choose for sex among Negroes on the sociometric test chose 14 out of 21 times, or 66.7 percent, for boys (see Table 2).

TABLE 1

Sex Preferences Chosen by Girls in the Sociometric Test

	Negro Girls Choosing		White Girls Choosing		Total Girls Choosing	
	N=10	%	N=23	%	N=33	%
Pictures of:						
White Girls	8	80	21	91.3	29	89.8
White Boys	2	20	2	8.7	4	12.1
Negro Girls	9	90	21	91.3	30	90.9
Negro Boys	1	10	2	8.7	3	9.0

TABLE 2

Sex Preferences Chosen by Boys in the Sociometric Test

	Negro Boys Choosing		White Boys Choosing		Total Boys Choosing	
	N=6	%	N=21	%	N=27	%
Pictures of:						
White Girls	2	33.3	6	28.6	8	29.6
White Boys	4	66.7	15	71.4	19	70.3
Negro Girls	2	33.3	7	33.3	9	33.3
Negro Boys	4	66.7	14	66.7	18	66.7

Testing Hypotheses I and II

Hypothesis I. This null hypothesis stated that there is no difference in sex preferences for friends between boys and girls on the sociometric test. Just as the white girls and Negro girls tended to choose girls among whites and Negroes, white boys and Negro boys tended to choose boys among whites and Negroes; however, the girls chose more girls than boys chose boys. The hypothesis that there is no difference in sex preference for friends between boys and girls is not supported.

Hypothesis II. This null hypothesis stated that there is no difference in sex preferences for friends between the Negro and white races on the sociometric test. Of the 16 Negro subjects about two thirds of them chose girls. Of the 44 white subjects about two thirds of them chose girls. This finding supports the hypothesis that there is no difference in sex preferences for friends between the Negro and white race.

Real-life Situation

The experimenter could not ask the children to choose among white boys and white girls without introducing racial problems; therefore, no data were collected for sex preferences in the real-life situation. Because of this fact, no

relationship could be made with the preference for sex on the sociometric test and the real-life situation.

Race Preferences

Sociometric Test

Girls choosing race preferences. When Negro girls were asked on the sociometric test to choose race among girls, they chose 6 out of 10 times, or 60 percent, for the white race; whereas 22 out of 23 white girls, or 95.6 percent, chose for the white race. When girls, however, were asked to choose for race among boys, Negro girls chose 5 out of 10 times, or 50 percent, for white for friends and white girls chose 23 out of 23, or 100 percent, for white (see Table 3). Negro girls chose Negroes in little over half of the cases, but white girls chose white nearly 100 percent of the time.

TABLE 3

Race Preferences Chosen by Girls in the Sociometric Test

	Negro Girls Choosing		White Girls Choosing		Total Girls Choosing	
	N=10	%	N=23	%	N=33	%
Pictures of:						
Negro Girls	4	40	1	4.4	5	15.1
White Girls	6	60	22	95.6	28	84.8
Negro Boys	5	50	0	0	5	15.1
White Boys	5	50	23	100	28	84.8

Boys choosing race preferences. When boys were asked to choose for race on the sociometric test, their choices tended to indicate a white preference just as the girls' had. Negro boys when choosing for race among girls on the sociometric test chose 5 out of 6, or 83.3 percent, for white. Twenty out of 21, or 95.2 percent, of the white boys chose the white race when asked to choose race among girls on the sociometric test. Even when the choice was among boys, the white race was chosen more often than the Negro race. Negro boys chose 5 out of 6 times, or 83.3 percent, for white. Only one white boy out of 21, or 4.7 percent, did not choose a white boy when asked to choose for race on the sociometric test. (See Table 4.)

TABLE 4

Race Preferences Chosen by Boys in the Sociometric Test

	Negro Boys Choosing		White Boys Choosing		Total Boys Choosing	
	N=6	%	N=21	%	N=27	%
Pictures of:						
Negro Girls	1	16.7	1	4.7	2	7.4
White Girls	5	83.3	20	95.3	25	92.5
Negro Boys	1	16.7	1	4.7	2	7.4
White Boys	5	83.3	20	95.3	25	92.5

Testing Hypotheses III and IV

Hypothesis III. This null hypothesis stated that there is no difference in race preferences for friends between boys and girls on the sociometric test. More than 84 percent of all the girls chose the white race for friends whereas about 90 percent of the boys chose white. This difference adds no support to the null hypothesis.

Hypothesis IV. This null hypothesis stated that there is no difference in race preference for friends between the white and Negro races on the sociometric test. Whites were choosing almost unanimously for white children even when sex was held constant. When Negroes chose, they leaned heavily toward white choices especially when choosing among boys. Negro girls seemed to choose more Negroes than did the Negro boys, white boys, or white girls. This hypothesis was not supported.

Real-life Situation

Girls choosing race preferences. In the real-life situation when Negro girls chose among girls for race, their preferences for the white race showed an increase over their preferences on the sociometric test. Eight out of 10, or 80 percent, of the Negro girls, chose the white race. In the real-life situation, as on the sociometric test, white girls

choosing among girls chose 21 out of 23, or 91.3 percent, for white girls. When Negro girls in the real-life situation were asked to choose among boys for race, they chose 9 out of 10, or 90 percent, for white boys. As on the sociometric test, white girls chose 23 out of 23, or 100 percent, for white boys when asked to choose for race (see Table 5). Girls chose the white race in the real-life situation more than 93 percent of the time, whereas girls chose the white race in the sociometric test about 85 percent of the time.

TABLE 5

Race Preferences Chosen by Girls in the Real-life Situation

	Negro Girls Choosing		White Girls Choosing		Total Girls Choosing	
	N=10	%	N=23	%	N=33	%
Pictures of:						
White Girls	8	80	21	91.3	29	89.8
Negro Girls	2	20	2	8.7	4	12.1
White Boys	9	90	23	100	32	96.9
Negro Boys	1	10			1	3.3

Boys choosing race preferences. When choosing among girls in the real-life situation, Negro boys chose 5 out of 6 times, or 83.3 percent, for white girls--the same number of choices as in the sociometric test. As on the sociometric test only one white boy chose a Negro girl in real-life situation, leaving 20 out of 21, or 95.2 percent, choosing white

girls. The biggest difference between the choices on the sociometric test and in the real-life situation were with Negro boys' choices among boys. In the real-life situation Negro boys chose 3 out of 6 times, or 50 percent, for white boys instead of 5 out of 6, or 83.3 percent, as they did on the sociometric test. White boys on both tests showed a strong preference for white with 20 out of 21 times, or 95.2 percent, choosing whites on the real-life situation (see Table 6). Boys chose the white race about 90 percent of the time in the real-life situation.

TABLE 6

Race Preferences Chosen by Boys in the Real-life Situation

	Negro Boys Choosing		White Boys Choosing		Total Boys Choosing	
	N=6	%	N=21	%	N=27	%
Pictures of:						
White Girls	5	83.3	20	95.2	25	95.2
Negro Girls	1	16.6	1	4.7	2	4.7
White Boys	3	50	20	95.2	23	85.1
Negro Boys	3	50	1	4.7	4	14.8

Testing Hypotheses V and VI

Hypothesis V. The null hypothesis is that there is no difference in race preferences between boys and girls in the real-life situation. The total of the white boys' and the Negro boys' preferences, showed that 48 out of 54 boys, or

88.8 percent, chose white over Negro children. Negro girls' and white girls' choices showed that they preferred white children over Negro children no matter whether they chose among girls or boys because 61 out of 66, or 90.8 percent, chose white children (see Tables 5 and 6). This hypothesis is, therefore, supported since girls and boys chose approximately the same number of white children.

Hypothesis VI. The null hypothesis is that there is no difference in race preferences between Negro and white races in the real-life situation. The adding of the 21 white boys' and 23 white girls' preferences for race showed that 84 out of 88 preferences, or 95.4 percent, were for white children. The adding of the 6 Negro boys' and 10 Negro girls' preferences for race showed that 25 out of 32 preferences, or 78.1 percent, were for white children (see Tables 5 and 6). Negro boys and girls chose fewer times for white children in the real-life situation than did the white children; therefore, this hypothesis was not supported.

Further Analysis of the Data

After all the data for race preferences on the sociometric test and in the real-life situation were tabulated and the percentages were calculated, the experimenter decided upon further analysis of the data by using chi square. Other

statistical measures were not appropriate for this data because there was a tendency of the responses of all the subjects to bunch when choosing for race. This bunching did not yield a normal distribution of the choices because all subjects chose predominantly white children. Yates Correction, found in Quinn and McNemar's book, Psychological Statistics, was used with the chi square analysis because the small frequencies in some of the chi square cells tended to inflate the probability of occurrences in these cells.

It was decided that instead of counting the score as the consensus of two out of three choices, the experimenter would count the number of times that a subject chose three out of three times for white as the highest possible chance for choosing white. All other choices were grouped as choosing less than three out of three times for whites. This separation of scores helped to eliminate some of the bunching of responses for choosing white children; thus, a more valid picture of what the choices indicated could be seen. Since no Negro child ever chose three out of three for white, the highest possible chance for choosing white was considered to be choosing two out of three times for white. The Negroes' responses were thus divided into when they chose two out of three times for white and when they chose less than two out of three times for white.

Based on the above considerations, the responses were then recounted and recorded in the appropriate places. This meant that subjects for race preferences could choose for whites among girls, among boys, and in the free choice section. Their responses could have been counted and discussed when choosing among girls, among boys, and in the free choice, but according to statistical theory if the tests for preferences did not differ very much for the same subgroups' test, then their scores could be added together to give a more reliable test. This procedure was followed giving a chi square for differences between the three subgroups of choosing among girls, among boys, and in the real-life situation. The following discussions show the percentages and chi squares that were computed when Negro girls, white girls, Negro boys, and white boys chose race on the sociometric test and in the real-life situation.

Sociometric Test

Subjects choosing race preferences. There was no significant difference in the way the subjects chose for white among girls, boys, and in the free choice section. On the sociometric test white girls chose 83 percent for white girls, 83 percent for white boys, and 70 percent for white in the free choice section (see Table 7). When chi square analysis

was performed on this data, the difference in choosing for race among girls, boys, and the free choice was not significant (see Table 7). When white boys chose on the sociometric test, they chose 62 percent for white girls, 71 percent for white boys, and 76 percent for whites in the free choice section. When chi square analysis was performed on this data, the difference in choosing among girls, boys, and the free choice section for race was not significant (see Table 7). When Negro girls chose on the sociometric test, they chose 20 percent for white girls, 30 percent for white boys, and 10 percent for whites in the free choice section. According to the chi square analysis, the difference in these choices was not significant (see Table 7). The Negro boys chose 67 percent for white girls, 17 percent for white boys, and 50 percent for whites in the free choice section. The difference in choice was not significant either (see Table 7).

TABLE 7

Subjects' Preferences for Race on the Sociometric Test Given in Percentages and According to Chi Square Analysis

	White Girls Choosing	White Boys Choosing	Negro Girls Choosing	Negro Boys Choosing
Girls White	83%	62%	20%	67%
Boys White	83%	71%	30%	17%
Free Choice White	70%	76%	10%	50%
Chi Square	x^2=1.53 ns	x^2=3.68 ns	x^2=1.25 ns	x^2=3.14 ns

ns=not significant

Real-life Situation

Subjects choosing race preferences. In the real-life situation the percentages in most cases changed very little from the percentages in the sociometric test choices. In the real-life situation white girls chose 61 percent for white girls, 83 percent for white boys, and 74 percent for whites in the free choice; but the differences were still not significant (see Table 8). White boys in the real-life situation changed in two respects from their sociometric choices in that they chose more white girls--71 percent--and more white boys--76 percent--than they did on the sociometric test. Adding their choices of 76 percent for whites in the free choice section and using chi square analysis, the experimenter found that the differences did not yield any significance (see Table 8).

In the real-life situation Negro girls in each case chose higher percentages of whites: 40 percent for Negro girls, 40 percent for white boys, and in the free choice only 10 percent for white. Their change in percentages of choosing whites after chi square analysis gave no significance (see Table 8). Negro boys in the real-life situation changed from 50 percent choices for whites on the sociometric test to only 17 percent choices for whites in the

real-life situation. When their choices of 67 percent for white girls and 17 percent for white boys were added to their 17 percent for whites in the free choice section, the chi square analysis showed that the differences were not significant (see Table 8).

TABLE 8

Subjects' Preferences for Race on the Real-life Situation Given in Percentages and According to Chi Square Analysis

	White Girls Choosing	White Boys Choosing	Negro Girls Choosing	Negro Boys Choosing
Girls	61%	71%	40%	69%
Boys	83%	71%	40%	17%
Free Choice	74%	76%	10%	17%
Chi Square	x^2=2.76 ns	x^2=1.00 ns	x^2=2.86 ns	x^2=4.50 ns

ns=not significant

Sociometric Test

Sexes choosing race preferences. The main consideration for race in this study was to determine if boys and girls differed in their racial choices. Continuing to use the combined scores of 3 out of 3 being the highest score, the experimenter found that white girls on the sociometric test chose 14 out of 23 times, or 60.8 percent, for white whereas white boys chose only 9 out of 21 times, or 42.8 percent, for

whites on the same test. There was not a significant difference, therefore, between white girls and white boys for race on the sociometric test (see Table 9). Negro girls for race on the sociometric test chose 3 out of 10 times, or 30 percent, for whites. Negro boys on the sociometric test chose 4 out of 6 times, or 66.7 percent, for whites. There was no significant difference using chi square between Negro boys' and Negro girls' choices for the race on the picture sociometric test. Therefore, there was no difference in race choices on the sociometric test when either girls or boys chose (see Table 9).

TABLE 9

Sexes Choosing Race Preferences on the Sociometric Test

	White Girls Choosing		White Boys Choosing		Negro Girls Choosing		Negro Boys Choosing	
	N	%	N	%	N	%	N	%
Whites	14	60.8	9	42.8	3	30	4	66.7
Negroes	9	39.1	12	37.1	7	70	2	33.3
Chi Square	x^2=1.42 ns				x^2=2.05 ns			

ns=not significant

Real-life Situation

Sexes choosing race preferences. In the real-life situation continuing the use of three out of three times choosing whites as the highest possible score, the experimenter

found that white girls chose 10 out of 23 times for whites. White boys chose 10 out of 21 times for whites in the real-life situation. For whites in the real-life situation, there was no significant difference between white girls' choices and white boys' choices for race. Since at no time in the real-life situation did Negro girls or Negro boys choose three out of three times for whites, their data was calculated on the basis that two out of three times would indicate a strong preference for whites. With the above consideration, Negro girls chose 7 out of 10 times, or 70 percent, for whites and Negro boys chose 2 out of 6, or 33.3 percent, for whites. With the chi square analysis, however, there was no significance in their choices for race in the real-life situation (see Table 10).

TABLE 10

Sexes Choosing Race Preferences in the Real-life Situation

	White Girls Choosing		White Boys Choosing		Negro Girls Choosing		Negro Boys Choosing	
	N	%	N	%	N	%	N	%
Whites	10	43.4	10	47.6	7	70	2	33.3
Negroes	13	56.5	11	52.3	3	30	4	66.7
Chi Square		X^2=1.42 ns				x^2=2.05 ns		

ns=not significant

Sociometric Test

Races choosing race preferences. When there was no significant difference within race between girls' and boys' choices for race the next immediate question was: Was there a difference between races in preferences for whites on the picture sociometric test and in the real-life situation? On the sociometric test white boys and girls chose 23 out of 44 times for white. Negroes, both boys and girls, chose 1 out of 16 times for whites on the sociometric test. After chi square analysis was performed, the result showed that there was a significant difference between whites' and Negroes' choosing for race on the sociometric test. Being significant at the .01 level of significance, the conclusion was that whites more often chose whites than did Negroes on the sociometric test (see Table 11).

TABLE 11

Races Choosing Preferences on the Sociometric Test

	Whites Choosing		Negroes Choosing	
	N	%	N	%
Whites	23	52.2	1	6.3
Negroes	21	47.7	15	93.6
Chi Square	$x^2=10.36$*			

*significant at .01 level

Real-life Situation

Races choosing race preferences. In the real-life situation white boys and white girls chose 20 out of 44 times for whites; Negro boys and girls chose 0 out of 16 times for whites in the real-life situation. When chi square was used, there was a significant difference at a .001 level of significance between white and Negro choices for race in the real-life situation. Whites preferred whites more often than Negroes did (see Table 12).

TABLE 12

Races Choosing Race Preferences in the Real-life Situation

	Whites Choosing		Negroes Choosing	
	N	%	N	%
White	20	45.4	0	0
Negro	24	54.5	16	100
Chi Square	$x^2=10.91$*			

*significant at .001 level

Relationship of the Race Preferences in the Sociometric Test with the Real-life Situation

One of the main purposes of this study was to determine any relationship between the preferences for race on the sociometric test and in the real-life situation. The preferences of white boys and white girls were totaled: 23 out of

44 chose for whites on the sociometric test and only 20 out of 44 chose for whites on the real-life situation. In the chi square analysis the difference in choices on the two tests was not significant (see Table 13). When the preferences of Negro boys and Negro girls were added up, 7 out of 16 chose whites on the sociometric test and 10 out of 16 chose for whites in the real-life situation. In the chi square analysis the differences in choices on the two tests was not significant. The preferences did not differ between the sociometric test and the real-life situation for either whites or Negroes (see Table 14).

TABLE 13

Whites Choosing Race Preferences on the Sociometric Test and in the Real-life Situation

	White Race Chosen 3 out of 3 times		White Race Chosen 3 out of 3 times	
	N	%	N	%
Sociometric Test Choices	21	47.7	23	52.2
Real-life Situation Choices	24	54.5	20	45.4
Chi Square	$x^2=4.00$ ns			

ns=not significant

TABLE 14

Negroes Choosing Race Preferences on the Sociometric Test and in the Real-life Situation

	White Race Chosen 3 out of 3 times		White Race Chosen 3 out of 3 times	
	N	%	N	%
Sociometric Test Choices	9	56.2	7	43.7
Real-life Situation Choices	6	37.5	10	62.5
Chi Square	x^2=1.13 ns			

ns=not significant

The chi square, which was determined by using all the subjects' scores for the relations between their choices on the sociometric test and the real-life situation, showed that there was a significant relationship between choices on the sociometric test and in the real-life situation. The relationship was significant at the .01 level of significance. The conclusion was that there was a significant relationship between the sociometric test and the real-life situation, but it was not a striking relationship (see Table 15).

TABLE 15

Relationship between the Sociometric Test and the Real-life Situation with all Subjects Choosing

	Real-life Situation			
	3 out of 3 times for white		3 out of 3 times for white	
	N	%	N	%
3 out of 3 times for white	11	18.3	13	21.6
3 out of 3 times for white	29	48.3	7	11.6
chi square	$x^2=10.42$*			

*Significant at the .01 level

Summary

The main conclusion from this study was that the preferences for race indicated on the picture sociometric test did relate with the preferences for race in the real-life situation, but this relation was only slight. Another conclusion was that the white and Negro races did differ in their preferences on the sociometric test and in the real-life situation. The informal observations of the teachers supported the statistical findings that girls chose girls more often than boys, that boys chose boys more often than girls, and that both races chose whites heavily. The hypothesis that there would be no differences in race preferences for friends between the sociometric test and the real-life situation was supported.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

During the 1960's the federal government funded many preschool programs to enable culturally disadvantaged children to attend integrated schools. This spreading of integration has provoked racial tensions in many cases. As these problems occurred, researchers renewed investigations to find how children viewed themselves and others. Concerning sex and race preferences among children in this society, researchers would probably first look at Moreno's publication, Who Shall Survive (1934), and Horowitz's study (1938) on attitudes of race, sex, age, and economic status in a Southern, rural community. These two works were fundamental in establishing whom, why, and when children select friends. Since these two studies were reported, various researchers have used many different techniques with segregated groups and with integrated groups in Northern and Southern urban and rural areas. However, most studies did not compare the cognitive and behavioral components of sex and race preferences. This study proposed to determine the cognitive

component of sex and race preferences by using a picture sociometric test and to determine the behavioral components of race preferences by using a real-life situation.

The main purpose of this research was to find the relationship between a picture sociometric test and a real-life situation for determining children's race preferences for friends in one school. A secondary purpose was to find the relation between sex and race in children's preferences for friends in this school.

The objectives of this study were the following:

1. To determine children's sex preferences for friends by using a picture sociometric test.

2. To determine children's race preferences for friends by using a picture sociometric test.

3. To determine children's race preferences for friends in a real-life situation.

4. To compare the preferences of race by using a picture sociometric test with preferences of race in a real-life situation.

The subjects of this study were 60 children in the kindergarten program at Laughlin Elementary School. In the three kindergarten groups in this program there were 21 white boys, 23 white girls, 10 Negro girls, and 7 Negro boys.

These children were from a predominantly rural area. Most of the children's parents had a technological job and farmed as a sideline. At the beginning of the study the children who were used as subjects were between five years, zero months and six year, four months.

The instruments used to collect data in this study were a picture sociometric test and a real-life situation. The sociometric test was made up of pictures of kindergarten-age Negro and white boys and girls. This test was used to give an objective measure of children's preferences for sex and race. The real-life situation was devised and used to determine actual preferences for race by children. The real-life situation was to give the subjects a chance to select a friend with whom each would like to eat. After collection of the data using the above two instruments, the data were first tabulated; then, percentages were computed to determine the direction of the choices. To find the relationship between the sociometric test and the real-life situation, the experimenter used the statistics chi square. Other statistical measures were not appropriate for this data because there was a tendency for the preferences for the white race to bunch together. This bunching did not yield a normal distribution

of the choices; therefore, Yates Correction found in Quinn and McNemar's (1955) book was used in the chi square analysis.

The hypotheses of this study were the following:

Hypothesis I. There will be no difference in sex preferences for friends between boys and girls on the sociometric test.

Hypothesis II. There will be no difference in sex preferences for friends between the white and Negro races on the sociometric test.

Hypothesis III. There will be no difference in race preferences for friends between boys and girls on the sociometric test.

Hypothesis IV. There will be no difference in race preferences for friends between the white and Negro races on the sociometric test.

Hypothesis V. There will be no difference in race preferences for friends between boys and girls in the real-life situation.

Hypothesis VI. There will be no difference in race preferences for friends between the white and Negro races in the real-life situation.

Hypothesis VII. There will be no difference in the race preferences for friends between the sociometric test and the real-life situation.

Findings

Hypothesis I was not supported because boys and girls did differ on sex preferences on the sociometric test.

Hypothesis II was supported since Negroes and white races chose similarly for sex preferences on the sociometric test.

Hypothesis III was not supported because boys and girls differed in their choices for race on the sociometric test.

Hypothesis IV was not supported because whites chose whites significantly more often than Negroes did on the sociometric test.

Hypothesis V was supported since girls and boys chose approximately the same number of white children in the real-life situation.

Hypothesis VI was not supported since Negro boys and girls chose fewer times for white children in the real-life situation than did the white children.

Hypothesis VII was not supported since there was a significant difference in race preferences between the sociometric test and the real-life situation.

Conclusions

The main conclusion from this study was that the preferences for race indicated on the picture sociometric

test did relate with the preferences for race in the real-life situation; however, this relation was only slight. A further conclusion was that the white and Negro races did differ in their preferences on the sociometric test and in the real-life situation.

Recommendations

From this study the following recommendations seem justified:

1. The picture sociometric test could be administered to other groups of kindergarten children to determine race preferences if one needed to have this information as a means of planning the program.

2. This picture sociometric test could be shown to groups of three- and four-year-old children to find out when race preferences emerge.

3. The children in the present study year after year would be given a sociometric test using pictures of children of their own ages to see if and when their preferences for sex and race change.

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APPENDIX A

PICTURE SOCIOMETRIC TEST SCORE SHEET

Name_____ No._____

	WG	Score	WB	Score	NB	Score	NG	Score
2WB-2WG								
		0		1		2		3
		0		1		2		3
		0		1		2		3
Total								
2NB-2NG								
		0		1		2		3
		0		1		2		3
		0		1		2		3
Total								
2WG-2NG								
		0		1		2		3
		0		1		2		3
		0		1		2		3
Total								
2WB-2NB								
		0		1		2		3
		0		1		2		3
		0		1		2		3
Total								
NB,NG,WB,WG								
		0		1		2		3
		0		1		2		3
		0		1		2		3
Total								

APPENDIX B

REAL-LIFE SITUATION SCORE SHEET

Name _____ No.____

Teacher _____

	Choose anyone	Score	Choose (a) another boy	Score	Choose (a) another girl	Score
Situation I						
Situation II						
Situation III						
Final Score						